

EAL Policy

1. Purpose

The purpose of this policy is to outline Faringdon Community College's (FCC) approach to identification and meeting the needs of students who are classified as having English as an additional language (EAL).

Definition

The Government defines EAL learners as follows:

'A student is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.'

(DfE Schools, Students and their Characteristics, July 2020)

EAL students may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

2. Introduction

This policy sets out FCC's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students, and helping them to achieve the highest possible standards.

Aims

- To give all students the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to FCC, whenever possible.
- To implement appropriate strategies to ensure that EAL students are supported in accessing the full curriculum.
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English, in order to be able to fulfil their potential.
- To encourage children to practice and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

At FCC, we aim for all EAL students to:

- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

3. Objectives

- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout their time at FCC.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress regularly, throughout the academic year, in order to make decisions about classroom management and curriculum planning.

4. School/Class Ethos

FCC seeks to ensure that all students are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL students should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where students are educated with their peers. The school structure, pastoral care and overall ethos aim to help EAL students integrate into the school whilst valuing diversity.

Classrooms are to be arranged to be socially and culturally inclusive:

- Teachers recognise the student's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the student to become a bi-lingual learner;
- Staff acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- We also recognise that support may be necessary beyond the time a student appears orally fluent.

5. Procedures

The student's needs should be identified during the admissions process:

- The Admissions Officer will report/collect information about a student's additional language needs; this will be passed to the subject teachers.
- The subject teacher will keep a record of the student's progress and will communicate this (together with any additional relevant information) to the Inclusion Lead at each data drop.

6. Teaching and Learning

Staff can help students learning English as an additional language in a variety of ways:

- Adopting adaptive, inclusive teaching strategies in all lessons.

- Planning differentiated work for EAL students if necessary.
- Setting appropriate expectations; encouraging students to contribute and give more than one-word answers.
- Recognising that EAL students may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging students to transfer their knowledge, skills and understanding of one language to another.

Access and Support

- All students will follow the full school curriculum.
- EAL students may be supported through a Teaching Assistant in the classroom.
- Where necessary, withdrawal support may take place – usually once a week.

7. Responsibilities

Admissions Officer

- To obtain, collate and distribute information on new students to relevant teachers. This includes:
 - Language(s) spoken at home;
 - From the previous school, information on level of English studied/used;
 - Details of curriculum at previous school.

Inclusion Lead

- Evaluate the policy in the first half of the Summer Term each year and recommendations discussed by the Senior Leadership Team by the end of the term.
- Ensure parents and staff are aware of the school's policy on students with EAL.
- Relevant information on students with EAL is passed on to all staff.
- Provide appropriate training and information to staff.

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- Monitor the progress of EAL learners through existing Literacy/subject monitoring.
- Provide support and advice to class teachers.

Subject Leaders

- In writing schemes of work and medium-term plans, subject leaders and teachers should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?

2. How can teachers (or additional adults or other children) model the key subject language needed?

3. What specialist vocabulary do students need in order to understand new concepts and how can this be presented to them in an accessible way?

4. What range of texts do students need to read and how can their reading be scaffolded to support learners with diverse needs?

5. What types of written tasks do students need to carry out and how can these be framed to support students at different levels?

6. Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

Teachers

- Communicate all EAL students' progress and any additional relevant information to the Inclusion Lead at each data drop.
- Access training in planning, teaching and assessing EAL students.
- Set challenging targets for students learning EAL and support students to ensure these are met.
- Gain and maintain knowledge about students' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping.
- Consider the language demands as well as the content of the curriculum and plan how they can support students to develop oracy and literacy across the curriculum.
- Use speaking and listening strategies to develop subject learning.
- Plan for teaching and learning of subject-specific vocabulary.
- Develop active reading strategies to increase students' ability to read for a purpose and engage with a variety of texts.
- Model writing for key text types within their subject.